

DAUFUSKIE ELEMENTARY

PO Box 54
Daufuskie Island, SC 29915

GRADES PK-8 Elementary School

ENROLLMENT 21 Students

PRINCIPAL Mary M. Briggs 843-842-1251

SUPERINTENDENT Herman K. Gaither 843-322-2300

BOARD CHAIR Earl Campbell 843-322-2356

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	9	1	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 4 out of 5 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Good	N/A
2002	Average	Below Average	N/A
2003	Good	Below Average	No
2004	Average	Unsatisfactory	No

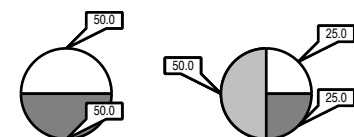
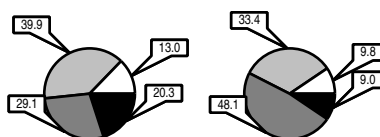
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

86.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	15	100.0	16.7	50.0	33.3	0.0	50.0	Yes	Yes
Gender									
Male	9	I/S	I/S	I/S	I/S	I/S	I/S		
Female	6	I/S	I/S	I/S	I/S	I/S	I/S		
Racial/Ethnic Group									
White	13	100.0	10.0	50.0	40.0	0.0	60.0	I/S	I/S
African-American	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	12	100.0	22.2	44.4	33.3	0.0	0.0		
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	15	100.0	16.7	50.0	33.3	0.0	50.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	15	100.0	16.7	50.0	33.3	0.0	50.0		
Socio-Economic Status									
Subsidized meals	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	10	100.0	0.0	71.4	28.6	0.0	0.0		

Mathematics - State Performance Objective = 15.5%									
All Students	15	100.0	16.7	58.3	25.0	0.0	50.0	Yes	Yes
Gender									
Male	9	I/S	I/S	I/S	I/S	I/S	I/S		
Female	6	I/S	I/S	I/S	I/S	I/S	I/S		
Racial/Ethnic Group									
White	13	100.0	20.0	50.0	30.0	0.0	60.0	I/S	I/S
African-American	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	12	100.0	11.1	55.6	33.3	0.0	0.0		
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	15	100.0	16.7	58.3	25.0	0.0	50.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	15	100.0	16.7	58.3	25.0	0.0	50.0		
Socio-Economic Status									
Subsidized meals	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	10	100.0	14.3	42.9	42.9	0.0	0.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	2	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 4	4	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 5	5	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 6	5	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 7	4	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 8	1	100.0	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	2	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 4	2	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 5	2	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 6	3	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 7	4	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 8	2	100.0	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	2	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 4	4	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 5	5	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 6	5	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 7	4	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 8	1	100.0	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	2	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 4	2	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 5	2	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 6	3	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 7	4	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 8	2	100.0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 21)				
First graders who attended full-day kindergarten	100.0%	N/C	99.0%	100.0%
Retention rate	0.0%	N/A	1.8%	2.7%
Attendance rate	93.7%	Down from 93.8%	97.0%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	20.0%		2.4%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	20.0%		2.8%	3.5%
Eligible for gifted and talented	0.0%	No change	26.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.0%	Down from 10.3%	6.5%	8.2%
Older than usual for grade	9.5%	Up from 3.6%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 2)				
Teachers with advanced degrees	50.0%	No change	59.6%	51.4%
Continuing contract teachers	100.0%	No change	87.5%	87.5%
Highly qualified teachers**	100.0%	N/A	95.2%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	66.7%	Up from 50.0%	88.6%	86.7%
Teacher attendance rate	99.7%	Up from 99.5%	95.4%	94.9%
Average teacher salary	I/S	I/S	\$42,462	\$40,760
Prof. development days/teacher	5.0 days	Down from 8.5 days	12.0 days	12.4 days

School				
Principal's years at school	20.0	Up from 18.0	6.0	4.0
Student-teacher ratio in core subjects	9.5 to 1	Down from 14.0 to 1	20.3 to 1	18.9 to 1
Prime instructional time	93.4%	Up from 93.3%	91.2%	90.0%
Dollars spent per pupil*	\$6,811	Down 34.7%	\$6,023	\$6,044
Percent of expenditures for teacher salaries*	62.1%	Up from 58.0%	66.5%	65.9%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Below Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.9%	92.0%
Highly qualified teachers in high poverty schools**	88.1%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear Parents and Community,

We've ended another successful year! Our academic success has been measured throughout the year and each parent should have a clear understanding of the improvements and challenges experienced by his/her child during this year. The staff is very positive about the academic achievement of the students this year and we hope the PACT results support this.

Our students worked very cooperatively this year. They demonstrated support for one another and delighted in their own and others' successes. The staff, parents and community continued their strong partnership for improving learning for our students.

We said good-bye to two graduating eighth graders and to some of the other older students who will be attending Hilton Head Middle School next year. While we will miss all of the students leaving Daufuskie Island Elementary, we are confident that they will be successful in their new learning environment!

Thank you to staff, parents and community for their contribution to our students' successes!

Sincerely,
Kathy Rundquist
Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	0	0	0
Percent satisfied with learning environment	I/S	I/S	I/S
Percent satisfied with social and physical environment	I/S	I/S	I/S
Percent satisfied with home-school relations	I/S	I/S	I/S

*Only students at the highest elementary school grade level at this school and their parents were included.